

ON-THE-JOB TRAINING PROGRAM EFFECTIVENESS AND PERFORMANCE OF BSIT STUDENTS OF CSU GONZAGA

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Abstract: This study aimed to assess the On-the-Job Training (OJT) program effectiveness and performance of Bachelor of Science in Information Technology (BSIT) students at Cagayan State University (CSU) Gonzaga campus. Specifically, it sought to determine the profile of the respondents, their overall perception of the effectiveness of the OJT program, their level of OJT performance, and the potential relationships between these variables. The study employed descriptive-correlational techniques and collected data through questionnaire and Performance Evaluation Reports (PERs). The analysis included aspects such as pre-deployment orientation, work assignment, monitoring from school, training and support from agencies, cooperation among trainees, and evaluation and post-deployment activities. The research revealed that trainees perceived the OJT program to be very effective overall, with specific aspects such as pre-deployment orientation, work assignment, monitoring, and cooperation being particularly effective. The respondents also demonstrated excellent performance in various OJT aspects, including quality of work, job knowledge, and human relations. Notably, academic performance (GPA) was found to be positively correlated with OJT performance, suggesting that higher academic achievement correlates with better OJT performance. Moreover, the effectiveness of training and support from agencies positively influenced the quantity of work and human relations performance. This study's implications for the College of Information and Computing Sciences (CICS) and higher education are significant. It emphasizes OJT's role in enhancing practical skills and bridging academics with real-world skills. A strong link exists between academic performance and OJT success, underlining the need for rigorous educational standards. Insights on effective OJT, like agency support and collaboration, can enhance programs for better career readiness. Overall, the study underscores experiential learning's value and industry-academic collaboration in higher education.

Keywords: Effectiveness, Higher Education, Internship, On-the-Job Training, Performance, Pre-Deployment

Introduction

On-the-job training (OJT) has been recognized as an essential component of workforce development, bridging the gap between academic learning and practical application. OJT, also referred to as internship, involves students or employees learning job-specific skills, tasks, and competencies within a real work environment. This approach has gained prominence due to its potential to enhance learners' job readiness, provide hands-on experience, and foster a seamless transition from education to employment (Lerios, 2016). OJT offers a unique opportunity for students to apply theoretical knowledge acquired in classrooms to real-world scenarios, thereby improving their practical skills and workplace adaptability.

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In the United States, numerous studies showed that on-the-job training was the most effective form of job training. There are four frequently used OJT methods in the training: coaching, mentoring, job rotation, and "sitting next to Nellie" (Casiple, 2014).

Coaching methodology is used once a seasoned member of staff helps interns learn skills and processes through providing directions, demonstrations, or both. Mentoring is used when every intern is assigned to a longtime member of the staff who acts as a guide and helper. A mentor usually offers more personal support than a coach. Job rotation is used when the interns rotate roles or tasks in order that they gain expertise in a full range of jobs. And "sitting next to Nellie" describes the method of an intern operating aboard a worker to look at and learn the talents required for a selected process. This can be a quicker and more helpful approach to learning an employment role than finding out from a written manual. The staff is forever handy to answer any queries or trot out any surprising issues.

Research consistently highlights the positive impact of OJT on educational performance and employability. It has been observed that students who participate in OJT programs often exhibit improved academic performance, as the practical experiences gained during the training complement and reinforce classroom learning (Adebakin, 2015). This integration of theoretical knowledge and practical skills leads to a more holistic understanding of the subject matter, which can ultimately enhance graduates' competitiveness in the job market.

OJT significantly contributes to graduates' employability by equipping them with industry-specific skills and work-related experiences. The hands-on learning environment enables students to acquire not only technical competencies but also crucial soft skills such as communication, teamwork, and problem-solving. These skills are highly valued by employers and contribute to a graduate's readiness for the challenges of the professional world (Kuzgun, 2014).

In response to the changing dynamics of the job market and the demand for job-ready graduates, higher education institutions have increasingly recognized the importance of integrating OJT into their curricula. This recognition is driven by the realization that traditional classroom learning alone may not adequately prepare students for the complexities of the workforce. OJT serves as a bridge between academic education and practical application, providing students with experiential learning opportunities that enhance their professional development (Ylagan, 2013).

Moreover, incorporating OJT into academic programs reflects higher education institutions' commitment to producing graduates who are not only academically proficient but also industry-ready. The synergy between educational institutions and the workplace through OJT partnerships ensures that graduates possess the necessary skills and knowledge to meet industry demands and contribute effectively to their chosen fields (Marinescu et al. 2013).

In trying to strengthen the quality assurance system in Philippine higher education, institutions of higher learning were mandated to upgrade their curricular offerings to international standards. Hence, some programs have OJT as part of the curriculum. In the CMO 25, S. 2015: Revised Policies, Standards, and Guidelines for Bachelor of Science in Computer Science (BSCS), Bachelor of Science in Information Systems (BSIS), and Bachelor of Science in Information Technology (BSIT) Programs, it states that through on-the-job training, the school would be providing graduates with skills and experiences in a company setting, particularly in the IT-related industries.

OJT is important because the students will have the chance to apply the skills, knowledge and attitude learned in the school and at the same time, the opportunity to experience the actual working environment. It has been used as a traditional instrument to increase the employability of graduates and aims to train and orient students, in reality, about the work and their future careers. Through this, higher education institutions, such as Cagayan State University, Gonzaga campus, are doing their best to provide an effective internship to students.

In response, different Host Training Establishments (HTEs) or cooperating agencies, whether private or public organizations extend their services to meet the needs of the interns. They provide the training environment with their facilities and equipment for them not only to learn how to work but also to practice interpersonal skills and to follow the policies and regulations of the organizations.

In the case of the College of Information and Computing Sciences (CICS), it offers a BSIT program where OJT is incorporated into the curriculum. It is being offered every second semester to the 4th year students with 500-hour training. Actually, it is really not the amount of hours or the number of areas that may result in a higher practicum, but the quality of coaching that's undertaken by the student that may result in a higher practicum (Aquino, 2014).

Thus, this study aimed to assess the on-the-job training program effectiveness and performance of BSIT students of CSU Gonzaga as a basis for the development of a pre-deployment program. Specifically, it sought answers of the following questions: What is the profile of the respondents in terms of age, sex, company and department and grade point average; What is the respondent's overall perception on the level of effectiveness of OJT program of the CICS in terms of pre-deployment orientation, work assignment, monitoring from school, training support from agency, cooperation among student-trainees, evaluation/post-deployment; What is the respondent's OJT level of performance in terms of quality of work, job knowledge, quantity of work, dependability, diligence, initiative, cooperation, human relations, punctuality and attendance, personality, productivity and competency; and, Is there any significant relationship between the respondent's level of performance in the OJT program and the profile and perception on the level of effectiveness of OJT program of CICS?

Despite the recognition of the significance of OJT, the study sought to address several gaps. First, there might not be enough specific research focusing on the effectiveness of OJT programs in the context of IT education. This study will contribute by providing insights into the effectiveness of the program and whether it adequately prepares students for the demands of the industry. Second, the performance evaluation report during OJT is essential for understanding the strengths and weaknesses of students, and it might help identify areas for improvement in the OJT program. Third, to bridge the gap between theoretical knowledge gained in the classroom and practical skills learned during OJT. This will serve as the basis for improving the activities prior to deployment and during the internship. Feedback shall be provided to the college as well as the administration of what new strategies and policies could be integrated for the betterment of the on-the-job training. The faculty members in the college would also be informed of what subjects need to be strengthened, particularly courses in the higher years of the BSIT program. Lastly, this study acknowledged its potential as a reference for future researchers. By providing detailed insights into the OJT program's effectiveness and its impact on students' performance, it offers a foundation upon which future researchers can build to further explore related topics.

Materials and Methods

Descriptive-correlational techniques were employed to determine the relationships among the independent, intervening and dependent variables. The independent variables include pre-deployment orientation, work assignment, monitoring from school, training support from agency, cooperation among trainees, and evaluation and post-deployment. The intervening variables include age, sex, company, department and grade point average while the dependent variables include quality of work, job knowledge, quality of work, dependability, diligence, initiative, cooperation, human relations, punctuality and attendance, personality, productivity, and competency. Descriptive design was used to identify the profile of the respondents, the over-all perception on the level of effectiveness of OJT Program and the level of performance of the BSIT students. Correlational research design was used to determine the relationship between the respondent's level of performance and the selected variables. Descriptive techniques helped in summarizing the characteristics of the variables

investigated, while correlational analysis explored the strength and direction of relationships between variables.

The study was conducted at CSU, Gonzaga campus in the 1st Semester of school year 2018-2019. CSU Gonzaga is located at Flourishing, Gonzaga, Cagayan with 1000-1500 students and 100-120 faculty and staff. It is one of the eight (8) campuses of the University where its students come from the locality, nearby towns like Sta. Ana, Sta. Teresita, Buguey and even as far as Calayan and Camiguin islands.

Two instruments were used in the study, the questionnaire with cover letter wherein an equivalent online form was created at google.com and the Performance Evaluation Report (PER) for Trainees. The questionnaire was used to collect the profile of the respondents (intervening variables), and the effectiveness of the OJT program (independent variables). The link was posted in the CICS Alumni Association Facebook page and at the researcher's timeline. The CICS Alumni Association Facebook page is a closed group for BSIT graduates of CSU Gonzaga. Though the alumni can see what is posted at once, the researcher still tagged the graduates to get their attention and to inform them that their responses are needed as soon as possible. This was also true to the one posted in the researcher's timeline.

The Performance Evaluation Report (PER) for Trainees form was used to collect data on each respondent's performance on quality of work, job knowledge, quantity of work, dependability, diligence, initiative, cooperation, human relations, punctuality and attendance, personality, productivity, and competency. The PER for Trainees forms were completed by the supervisors from the HTEs where the respondents took their on-the-job training. The PER for trainees is placed in their narrative books, which are kept in the college.

Convenience sampling was used because the respondents were already in a distance. 21 out of 30 responded from batch 2015-2016, 20 out of 26 from batch 2016-2017 and 28 out of 43 from batch 2017-2018. Of the 99 graduates from 2016 to 2018, only 69 responded to the study. However, convenience sampling has limitations. It can introduce bias, as the sample may not be representative of the entire number of respondents. In this study, the respondents may not fully represent all BSIT students or their experiences, potentially impacting the generalizability of the findings.

For the respondent's over-all perception on the level of effectiveness of OJT program, a four-point scale was applied. For the level of performance, a five-point scale was used. This study also examined whether significant relationships exist between the respondent's level of performance and profile and level of performance and perception on the level of effectiveness of OJT program using Pearson Product Moment Correlation (r) at 0.05 level of significance.

Results and Discussion

The results revealed that majority (42 or 61 percent) of the respondents are 26 to 28 years old and female (35 or 51 percent). They took their OJT in various HTEs, public and private, near and far, with the farthest in the provinces of Cavite and Laguna. In terms of their task assignments whether related to their IT course or not (Table 1), the data revealed that majority of them (43) were assigned in tasks that are not related to IT while 26 of them were assigned in IT-related tasks. Whether the assigned tasks were related or not, it may have been due to their choice of deployment or to the training supervisors of the HTEs.

Table 1. Cross table of the number of respondents who trained on the partner agencies of CSU-Gonzaga for the OJT program for BSIT and their assigned departments.

| Company/Agency and | IT-Related | Non-IT-Related |
|--|---------------------------|---------------------------|
| | Department/Task | Department/Task |
| | F (n=26) | F (n=43) |
| ASB-Air Telecom, Gonzaga, Cagayan | 1 | 0 |
| Baguio City Hall, Baguio City | 2 | 1 |
| BIR, Tuguegarao City | 0 | 2 |
| Cagayan Provincial Capitol, Tuguegarao City | 0 | 3 |
| Camia Construction Dev.t Corp., Tuguegarao City | 2 | 0 |
| CSU-Gonzaga, CA Dean's Office | 0 | 2 |
| CSU- Gonzaga, Cashier's Office | 1 | 0 |
| CSU- Gonzaga, CICS | 6 | 0 |
| CSU- Gonzaga, HR | 0 | 1 |
| CSU- Gonzaga, MIS/Planning Office | 1 | 0 |
| CSU- Gonzaga, OSDW | 0 | 1 |
| CSU- Gonzaga, RDET | 0 | 1 |
| ---, Dasmariñas, Cavite | 0 | 1 |
| DENR, Tuguegarao City | 1 | 9 |
| Gonzaga Credit Cooperative, Inc., Gonzaga, Cagayan | 0 | 2 |
| LGU-Gonzaga | 0 | 6 |
| LGU-Sta. Teresita, Sta. Teresita, Cagayan | 0 | 1 |
| PENRO, Tuguegarao City | 0 | 2 |
| PhilHealth, Tuguegarao City | 1 | 10 |
| POEA, Mandaluyong City | 4 | 0 |
| POEA, Tuguegarao City | 4 | 0 |
| Power lane Resource, Sta. Rosa, Laguna | 1 | 0 |
| SSS, Tuguegarao City | 0 | 1 |
| YML Group of Companies, Fairview, Quezon City | 2 | 0 |

In terms of the academic performance of the respondents (Table 2) as indicated by their Grade Point Average (GPA), the data revealed that most of them (26 or 38 percent) had an average level of performance of 2.00 or 88 to 89, followed by those with a higher performance of 1.75 or 90 to 92 (19 or 28 percent). One respondent (1 percent) had a GPA of 3.00 or 75 to 77. The respondents have a mean GPA of 2.03 with a standard deviation of 0.32.

Table 2. Profile of the respondents in terms of their grade point average

| Grade Point Average (CSU Grading System) | Frequency (n=69) | Percentage |
|---|---------------------|------------|
| 1.50 (93 to 94) | 4 | 6 |
| 1.75 (90 to 92) | 19 | 28 |
| 2.00 (88 to 89) | 26 | 38 |
| 2.25 (85 to 87) | 10 | 14 |
| 2.50 (83 to 84) | 6 | 9 |
| 2.75 (79 to 82) | 3 | 4 |

| | | |
|------------------------|--------------------|---|
| 3.00 (75 to 77) | 1 | 1 |
| Mean = 2.03 | S.D. = 0.32 | |

The trainees underwent orientation before they were deployed for OJT. The analysis of their perceptions on the effectiveness of the pre-deployment orientation (Table 3) yielded an overall weighted mean of 3.57 which indicates “Very Effective” pre-deployment orientation. This means that the preparation of the college such as skills enhancement and pre-deployment orientation seminar-workshop which includes discussion on the roles of the interns, the college, the OJT coordinator and the HTE, office decorum, personality development and review of school policies on internship have a great impact on them.

Table 3. Perceptions of the respondents on the level of effectiveness of the BSIT OJT Program with respect to pre-deployment orientation

| Statements | Weighted Means | Descriptive Value |
|--|----------------|-----------------------|
| 1. The college conducted orientation on the roles of the trainees, the OJT coordinator, the school and agency/company. | 3.62 | Very effective |
| 2. The college conducted pre-deployment orientation seminar/workshop on office decorum and school policies on OJT. | 3.57 | Very effective |
| 3. The agency/company oriented the trainee on the rules and regulations at the start of the on-the-job training. | 3.52 | Very effective |
| Overall Weighted Mean | 3.57 | Very effective |

On the work assignment of the trainees (Table 4), they have an overall weighted mean of 3.28 which indicates that they perceived their work assignment as “Very Effective”, that is, the work assigned to them can be done for an appropriate period of time using a computer, which enhanced their skills.

Table 4. Perceptions of the respondents on the level of effectiveness of the BSIT OJT Program with respect to work assignment

| Statements | Weighted Means | Descriptive Value |
|--|----------------|-----------------------|
| 1. The tasks assigned to trainee were done using a computer. | 3.17 | Effective |
| 2. The time to finish the tasks given to trainee was just appropriate. | 3.36 | Very effective |
| 3. The tasks assigned enriched the skills of the trainee. | 3.29 | Very effective |
| Overall Weighted Mean | 3.28 | Very effective |

In terms of monitoring from the school about their OJT (Table 5), the respondents perceived that it is “Very Effective”, with an overall weighted mean of 3.53. This means that trainees were monitored properly through their submitted weekly reports. They were also treated fairly as to the occurrence of any incident in the office/agency during the training.

Table 5. Perceptions of the respondents on the level of effectiveness of the BSIT OJT Program with respect to monitoring from school

| Statements | Weighted Means | Descriptive Value |
|---|----------------|-----------------------|
| 1. The college required the trainee to accomplish daily and weekly report. | 3.71 | Very effective |
| 2. The schedule of submission of daily/weekly reports was just fine. | 3.45 | Very effective |
| 3. In case of incident reports, the OJT coordinator balance the statement of the trainee, co-trainee and the agency for proper action . | 3.43 | Very effective |
| Overall Weighted Mean | 3.53 | Very effective |

The respondents were deployed for OJT in various HTEs, public and private, near and far. In terms of their perceptions on the effectiveness of the training and support from the cooperating agency (Table 6), the data yielded an overall weighted mean of 3.49 which indicates “Very Effective” training and support from the agency or HTE where they were deployed. This indicates that through the assigned supervisor and other employees per agency/office, trainees were able to perform their job well.

Table 6. Perceptions of the respondents on the level of effectiveness of the BSIT OJT Program with respect to training and support from agency

| Statements | Weighted Means | Descriptive Value |
|--|----------------|-----------------------|
| 1. The agency assigned an immediate supervisor to the trainee to monitor his/her work. | 3.49 | Very effective |
| 2. The immediate supervisor issued clear instructions and assisted the trainee in doing his/her job. | 3.48 | Very effective |
| 3. The other employees supported the trainee in the delivery of his/her function in the office. | 3.49 | Very effective |
| Overall Weighted Mean | 3.49 | Very effective |

Cooperation can help much in the success of student-trainees in their training, considering that with cooperation, they can share and exchange ideas, time and resources. In terms of their perceptions on the effectiveness of the cooperation among trainees (Table 7), the data yielded an overall weighted mean of 3.23 which indicates “Effective” cooperation among them. The findings reveal that in times of needs, concerns between and among student-trainees in accomplishing daily and weekly reports as well as meeting deadlines in the office are observed.

Table 7. Perceptions of the respondents on the level of effectiveness of the BSIT OJT Program with respect to cooperation among trainees

| Statements | Weighted Means | Descriptive Value |
|--|----------------|-------------------|
| 1. The trainee collaborated with his/her co-trainee in accomplishing daily and weekly reports. | 3.28 | Very effective |
| 2. Co-trainees helped in finishing assigned work in the office. | 3.14 | Effective |
| 3. Co-trainees were always ready to assist especially when deadline is approaching. | 3.26 | Very effective |
| Overall Weighted Mean | 3.23 | Effective |

The school has to conduct evaluation and post deployment assessment because results of evaluation can be useful as basis for improving the OJT program of the school. In terms of their perceptions on the effectiveness of the Evaluation and post-deployment activities (Table 8), the data yielded an overall weighted mean of 3.41 which indicates “Very Effective” evaluation.

Table 8. Perceptions of the respondents on the level of effectiveness of the BSIT OJT Program with respect to evaluation and post-deployment

| Statements | Weighted Means | Descriptive Value |
|---|-----------------------|--------------------------|
| 1. The OJT coordinator had a terminal meeting with the agency/company regarding the completion of the training. | 3.38 | Very effective |
| 2. The trainee achieved his/her goals/expectation from the training. | 3.38 | Very effective |
| 3. The trainee was evaluated/rated by the agency, fairly and appropriately. | 3.48 | Very effective |
| Overall Weighted Mean | 3.41 | Very effective |

On the overall effectiveness of the OJT Program of the school (Table 9), the data yielded an overall weighted mean of 3.42 which indicates “Very Effective” OJT Program. This means that pre-deployment orientation, work assignment, monitoring from school, training and support from agency or Host Training Establishment and evaluation and post-deployment are very effective while cooperation among trainees was only rated effective.

Pre-Deployment Orientation. The pre-deployment orientation segment aimed to ascertain the trainees' perception of the effectiveness of the initial training and preparation they received before their OJT began. According to the data analysis, the participants perceived this orientation as "Very Effective." This indicates that the preparation provided by the college, which included seminars on office decorum, role definitions, and school policies, was influential in setting the stage for a successful internship experience. The emphasis on roles, responsibilities, and appropriate workplace conduct likely contributed to a sense of readiness and confidence among trainees.

Work Assignment. The work assignment segment focused on how the participants felt about the tasks given to them during the OJT period. The trainees rated this aspect as "Very Effective," suggesting that they found the assigned tasks appropriate in terms of duration and complexity. The fact that most of the tasks involved the use of computers and contributed to skill enrichment likely contributed to this positive perception. These results indicate that the internship tasks aligned well with the trainees' abilities and enabled them to actively learn and apply their IT-related skills.

Monitoring from School. The monitoring aspect examined how well the trainees perceived the school's oversight and support during their OJT. The participants' perception of monitoring was also rated as "Very Effective," indicating that they felt appropriately guided through submitted reports and any incidents that arose during their training. The scheduled submission of reports and fair handling of incidents fostered a sense of accountability, suggesting that the school provided consistent and valuable support throughout the internship.

Training and Support from Agency. The training and support provided by the cooperating agencies or HTEs were perceived as "Very Effective." This high rating indicates that the immediate supervisors assigned to trainees were effective in issuing clear instructions, providing assistance, and fostering a supportive work environment. This aspect's success can be attributed to the supervisors' ability to guide trainees effectively, leading to a positive impact on their performance.

Cooperation among Trainees. Cooperation among trainees was perceived as "Effective." This suggests that while the participants engaged well with their fellow trainees, there might be room for improvement in certain aspects of collaboration. The level of support they provided to each other

was considered adequate, particularly in times of looming deadlines. This outcome underscores the significance of teamwork and camaraderie among trainees, but also highlights the potential for further strengthening cooperative dynamics.

Evaluation and Post Deployment. The evaluation and post-deployment assessment aspect was also rated as "Very Effective." Trainees perceived the terminal meetings and evaluations as valuable in assessing their achievement of goals and expectations. The fact that the trainees felt fairly and appropriately evaluated underscores the importance of transparent and objective feedback, which can help shape their future performance and learning experiences.

Overall Effectiveness: The overall effectiveness of the OJT program was rated as "Very Effective," suggesting that the integration of pre-deployment orientation, work assignment, monitoring, training and support, cooperation among trainees, and evaluation and post-deployment activities contributed positively to the trainees' experiences. This high rating implies that the program's components collectively created a conducive learning environment that aligned with the trainees' expectations and provided them with valuable skills and experiences.

Table 9. Perceptions of the respondents on the overall level of effectiveness of the BSIT OJT Program

| Aspects | Weighted Means | Descriptive Value |
|----------------------------------|-----------------------|--------------------------|
| Pre-deployment orientation | 3.57 | Very effective |
| Work assignment | 3.28 | Very effective |
| Monitoring from school | 3.53 | Very effective |
| Training and support from agency | 3.49 | Very effective |
| Cooperation among trainees | 3.23 | Effective |
| Evaluation and post-deployment | 3.41 | Very effective |
| Overall Weighted Mean | 3.42 | Very Effective |

It is encouraging to note that the respondents performed well in all aspects of their On-the-Job Training (Table 10) namely Quality of work with a weighted mean of 4.48; Job knowledge with 4.49; Quantity of work with 4.45; Dependability with 4.52; Diligence with 4.51; Initiative with 4.54; Cooperation with 4.67; Human Relations with 4.61; Punctuality and attendance with 4.26; Personality with 4.48; Productivity with 4.51 and Competency with 4.51. All of these weighted means are rated "Excellent." The overall weighted mean is 4.50, which indicates "Excellent" performance in OJT. This outstanding performance indicates that the trainees demonstrated a high degree of competence, enthusiasm, and professionalism in their assigned tasks. Their excellent performance underscores the effectiveness of the OJT program in preparing them for real-world job demands.

Table 10. Respondents level of performance in the BSIT Program

| Aspects | Weighted Means | Descriptive Value |
|--------------------------|-----------------------|--------------------------|
| Quality of Work | 4.48 | Excellent |
| Job Knowledge | 4.49 | Excellent |
| Quantity of Work | 4.45 | Excellent |
| Dependability | 4.52 | Excellent |
| Diligence | 4.51 | Excellent |
| Initiative | 4.54 | Excellent |
| Cooperation | 4.67 | Excellent |
| Human Relations | 4.61 | Excellent |
| Punctuality & Attendance | 4.26 | Excellent |
| Personality | 4.48 | Excellent |
| Productivity | 4.51 | Excellent |

| | | |
|------------------------------|-------------|------------------|
| Competency | 4.51 | Excellent |
| Overall Weighted Mean | 4.50 | Excellent |

Correlation analysis is a statistical method used to determine the degree of association between two or more variables. It measures the strength and direction of the linear relationship between variables. Correlation coefficients range from -1 to +1, where -1 represents a perfect negative correlation (as one variable increases, the other decreases), +1 represents a perfect positive correlation (both variables increase or decrease together), and 0 represents no correlation. In this study, correlation analysis is relevant because it helps understand the relationships between various aspects of the on-the-job training (OJT) program, student-trainee performance, and other variables. It quantifies the degree and direction of these relationships, providing insights into how different factors influence each other and whether these relationships are statistically significant.

Table 11 presents the variables that are significantly correlated to each other.

Department and Human Relations. The results revealed that the department or agency to which the intern was assigned is positively related to his performance in terms of human relations. The Pearson rho correlation coefficient $r = 0.347$ and the probability of rejecting the null hypothesis is .004. So at .05 level of significance, the null hypothesis of no relationship is rejected. This means that the positive relationship is significant. It means further that the assignment of an intern to an IT-related task leads to higher performance in human relations in the training.

Department and Personality. The data analysis revealed a Pearson rho correlation coefficient $r = 0.260$ and the probability of rejecting the null hypothesis is .031. So at .05 level of significance, the null hypothesis of no relationship is rejected. This means that the department or agency to which the student-trainee was assigned is positively related to his performance in terms of personality. It means further that the assignment of a student-trainee to an IT-related task leads to higher performance in personality during the training. This finding supports research emphasizing how personality traits can impact job performance (Judge et al., 2017)

Grade Point Average and Level of Performance. Pearson rho correlation was used to analyze the relationship between academic performance as indicated by Grade Point Average (GPA) of the student-trainees and their level of performance in different aspects of their On-the-Job Training.

The data analysis revealed significant negative correlation between GPA and each of the aspects of OJT performance. But since the nature of the data on GPA is that the lower the numerical value of the GPA, the higher is the academic performance of the student, the result of the correlation means that the higher academic performance (lower numerical value of GPA) leads to higher performance of the student-trainees in the different aspects of OJT.

The Pearson rho analysis yielded a correlation coefficient between GPA and Quality of work with $r = -0.261$ and probability of 0.030; Job knowledge with $r = -0.245$ and probability of 0.048; Quantity of work with $r = -0.257$ and probability of 0.033; Diligence with $r = -0.248$ and probability of 0.039; Initiative with $r = -0.400$ and probability of 0.001; Cooperation with $r = -0.294$ and probability of 0.014; Punctuality and attendance with $r = -0.390$ and probability of 0.001; Personality with $r = -0.270$ and probability of 0.025; and Productivity with $r = -0.322$ and probability of 0.007 .

At 0.05 level of significance, the null hypothesis of no relationship between academic performance (GPA) and each of the variables is rejected. This means that the GPA of the intern is significantly related to his performance in each of the aspects of On-the-Job Training. Students' grades enriched following an internship experience (Binder et al., 2015).

All of these results revealed a direct or positive relationship between academic performance of the students and their level of performance in their On-the-Job Training. That is, the higher the academic performance of the student, the higher the performance in different aspects of training.

Effectiveness of Monitoring and Job Knowledge. The Pearson rho analysis yielded a correlation coefficient of $r = -0.239$ with a probability of 0.048 between Effectiveness of Monitoring from School and OJT Performance(Job Knowledge). The findings revealed a negative or inverse relationship between the effectiveness of monitoring from school and the performance of the students in their On-the-Job Training particularly on job knowledge. This means that the less monitoring, the higher is the OJT performance of the student in terms of job knowledge. This further implies that there is no need for very frequent monitoring of student-trainees and this can be a waste of time and effort on the part of the school.

Effectiveness of Training and Support and Quantity of Work and Human Relations. The Pearson rho analysis yielded a correlation coefficient of $r = 0.877$ with a probability of 0.019 for Quantity of Work, and a correlation coefficient of $r = 0.959$ with a probability of 0.000 for Human Relations. These findings revealed a direct or positive relationship between the effectiveness of Training and Support from Agency and the OJT performance of the students in terms of quantity of work and human relations. This means that better training and support from cooperating agency leads to better performance of the students in their OJT in terms of quantity of work and human relations. This further implies that cooperating agencies should be supportive to trainees and give more learning experiences for them to perform well in training. This supports the study of Lee Hock Cheong, et. al. (2014) wherein the interns developed their presentation and social skills as a result of their internship experience.

Table 11. Significantly correlated variables of the study

| Independent Variable Dependent Variable | r-value | Prob | Statistical Inference* |
|--|----------------|-------------|-------------------------------|
| Department | | | |
| Human Relations | 0.347 | 0.004 | Significant |
| Personality | 0.260 | 0.031 | Significant |
| Grade point average | | | |
| <i>Quality of work</i> | -0.261 | 0.030 | Significant |
| <i>Job knowledge</i> | -0.245 | 0.048 | Significant |
| <i>Quantity of work</i> | -0.257 | 0.033 | Significant |
| <i>Diligence</i> | -0.248 | 0.039 | Significant |
| <i>Initiative</i> | -0.400 | 0.001 | Significant |
| <i>Cooperation</i> | -0.294 | 0.014 | Significant |
| <i>Punctuality and attendance</i> | -0.390 | 0.001 | Significant |
| <i>Personality</i> | -0.270 | 0.025 | Significant |
| <i>Productivity</i> | 0.322 | 0.007 | Significant |
| Effectiveness of monitoring from school | | | |
| <i>Job knowledge</i> | -0.239 | 0.048 | Significant |
| Effectiveness of training and support from agency | | | |
| <i>Quantity of work</i> | 0.877 | 0.019 | Significant |
| <i>Human relations</i> | 0.959 | 0.000 | Significant |

*tested at 0.05 level of significance

Conclusion

This study aimed to assess the OJT program effectiveness and performance of BSIT students at CSU Gonzaga campus based on various aspects. The results indicate that the OJT program has been

highly effective overall. The pre-deployment orientation, work assignment, monitoring from the school, training and support from the agency, evaluation and post-deployment activities were all perceived as very effective by the student-trainees. This positive perception was reflected in their excellent performance in terms of various aspects of OJT, such as quality of work, job knowledge, dependability, cooperation, and more. Moreover, the study found a positive relationship between the department or agency where trainees were assigned and their performance in terms of human relations and personality. Additionally, a negative correlation was observed between Grade Point Average (GPA) and OJT performance, implying that higher academic achievement correlated with better OJT performance.

While the findings are valuable, it is important to acknowledge the limitations of this study. The research focused on a specific group of BSIT students in a particular educational institution, and the results may not be fully generalizable to other disciplines or institutions. The study's reliance on self-reported perceptions could introduce bias, as respondents might offer socially desirable responses. Also, the study did not explore external factors that could have influenced OJT performance, such as personal circumstances or specific agency cultures. Future research could incorporate more diverse samples and utilize qualitative methods to gain deeper insights into the trainees' experiences and perceptions.

Finally, future researches could explore other directions to enhance our understanding of OJT program effectiveness such as long-term impact and agency perspective, that is, longitudinal studies to assess the long-term impact of OJT on graduates' career trajectories and job satisfaction. This could provide insights into the enduring benefits of practical training and explore the perspectives of the host agencies and supervisors to gain insights into their perceptions of trainees' performance, the effectiveness of the OJT program, and areas for improvement.

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